# द्वितीयभागः (Part II)

## (शोधसम्बद्धाः पाठ्यक्रमाः)

# Pool of Research Methodology Courses

# For

# One Year Post Graduate Programs in Sanskrit & Sanskrit Shastras

# 2025

ज्ञान-विज्ञान विमुक्तये

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# Contents

# Basic Level Courses on Research Methodology

**Credits - 2**
**Hours - 30**

**RM 1: Research Methodology (Relevant to the Area Identified for Research)**

**Course Objectives:**

1. To introduce the principles and ethics of scientific and scholarly research.
2. To develop the ability to formulate research problems and hypotheses.
3. To enable students to design, conduct and evaluate research independently.
4. To train students in academic writing and research dissemination techniques.
5. To familiarize students with data analysis tools, referencing standards and reporting practices.

**Learning Outcomes:**

After completion of the course, the students will:

1. Understand the philosophical, ethical and methodological foundations of research.
2. Design an effective research plan addressing a real-world problem.
3. Apply data collection tools and perform basic analysis.
4. Prepare well-structured research reports and disseminate research findings appropriately.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| RM 1 | Research Methodology (Relevant to the Area Identified for Research) | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Foundations of Research.**

- Meaning, purpose and scope of Research.
- Classification of Research: Basic, Applied, Exploratory, Descriptive, Experimental, Mixed Methods.
- Research Paradigms: Positivism, Post-Positivism, Interpretivism, Constructivism.
- Research Ethics: Plagiarism, Authorship, IPR, Ethical Clearance, Responsible Conduct.
- Interdisciplinary approaches and research in a globalized context.

**Unit II Research Design and Process.**

- Identification and formulation of Research Problem.
- Objectives, Hypothesis formulation and Operational definitions.
- Types of Variables and their role in Research.
- Literature Review: Sources, Techniques and Review Writing.
- Review of literature Tools: (Google Scholar, JSTOR, Scopus), referencing styles (APA, MLA, IEEE)
- Research Design: Concept, Need and Types (Descriptive, Exploratory, Experimental, Case Study)

**Unit III Methods of Data Collection and Analysis.**

- Types of data: Primary, Secondary, Qualitative, Quantitative.
- Tools of Data Collection: Questionnaire, Interview, Observation, Content/Document Analysis.
- Psychological Tests - Intellect, Interest, Attitude, Aptitude, Memory, Personality and Achievement.
- Sampling Methods: Probability and Non-Probability.
- Data Analysis Techniques: Coding, Classification, Tabulation, Graphical Presentation.
- Introduction to Statistical Analysis: Measures of Central Tendency, Dispersion, Correlation and Testing of Hypothesis.
- Use of Software: Excel/SPSS/R for basic Analysis and Visualization.

**Unit IV Research Reporting and Academic Writing.**

- Research Proposal: Structure, Writing Process and Evaluation.
- Thesis and Dissertation Structure.
- Research Reports: Formatting, Footnoting, Referencing, Bibliography.
- Styles of Referencing: APA, MLA, Chicago, IEEE (introduction only)
- Tools for Referencing and Plagiarism Checking (Zotero, Mendeley, Turnitin)
- Academic Writing: Clarity, Coherence, Argumentation and Objectivity.
- Presentation Skills: Oral Presentation, Powerpoint Design, Academic Poster.
- Publication Process: Journal Selection, Peer Review, Conference Presentation.

**Essential/Recommended Readings/Texts:**

1. Punch, K. F. (2013). *Introduction to Social Research: Quantitative and Qualitative Approaches.* SAGE.
2. Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches.* SAGE Publications.
3. Walliman, N. (2017). *Your Research Project.* SAGE Publications.
4. शर्मा, रामनाथ, (2018), *अनुसंधानविधिः,* वाराणसी : सम्पूर्णानन्द-संस्कृत-विश्वविद्यालयः।
5. Kothari, C. R., & Garg, G. (2019). *Research Methodology: Methods and Techniques.* New Age International.
6. Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners.* SAGE Publications.
7. शर्मा, वासुदेवनाथ, (2020), *शोधपद्धतिः (संस्कृतशोधकार्ये पद्धतिपरिचयः),* जयपुर : राजस्थान संस्कृत अकादमी।
8. वरखेडी श्रीनिवास, (2024), *शास्त्रपद्धतिः,* नई दिल्ली : केन्द्रीय संस्कृत विश्वविद्यालय।

श्रेयोऽङ्काः - 2
होराः - 30

## RM 2: शोधप्रकाराः शोधोपकरणनिर्माणञ्च

**पाठ्यक्रमस्य उद्देश्यानि (Course Objectives)**

1. गुणात्मकशोध-परिमाणात्मकशोधोपागमयोः भेदप्रतिपत्तिः तथा तत्सम्बद्धप्रविधीनाम् अनुप्रयोगाणाञ्च विश्लेषणात्मकज्ञानप्रदानम्।
2. शोधसमस्यानां समाधानाय भारतीयशोध-पाश्चात्यशोधपरिप्रेक्ष्ये तार्किकविश्लेषणस्य अनुप्रयोगः।
3. वैधताविश्वसनीयतायुक्तस्य वस्तुनिष्ठशोधोपकरणस्य निर्माणं तथा सांख्यिकीयतन्त्रांशेन निष्कर्षाणां प्रतिपादनस्य ज्ञानप्रदानम्।
4. शोधविधेः सिद्धान्ताधारितस्य शोधप्रस्तावस्य, शोधप्रबन्धस्य, शैक्षणिकपत्रस्य च विकाससम्बद्धम् अवगमनम्।

**अधिगमस्य परिणामाः (Learning Outcomes):** अस्य पाठ्यक्रमस्य अध्ययनादनन्तरं छात्राः :-

1. गुणात्मकशोध-परिमाणात्मकशोधयोः विभेदीकरणं तयोः द्वयोः अनुप्रयोगं च करिष्यन्ति।
2. उपयुक्तशोधसमस्यानाम् अभिज्ञानम्, उपयुक्तशोधप्राक्कल्पनानां निर्माणम्, उपयुक्तशोधन्यादर्शप्रविधीनां च चयनं कर्तुं प्रभविष्यन्ति।
3. विभिन्नशोधपद्धतीनां शोधोपकरणानां च पर्याप्ततायाः नैतिककार्यान्वयनस्य च मूल्याङ्कनं करिष्यन्ति।
4. सन्दर्भमानकानि अनुसरन्तः शोधप्रस्तावान्, शोधप्रबन्धप्रतिवेदनानि, शैक्षणिकपत्राणि च लेखिष्यन्ति प्रदर्शयिष्यन्ति च।
5. विषयवस्तुविश्लेषण-सामग्रीविश्लेषण-प्रवचनात्मकविश्लेषणादिभिः रूपरेखाभिः गुणात्मकदत्तांशानां विश्लेषणं करिष्यन्ति।
6. शोधसन्दर्भे भारतीयशोधस्य तार्किकप्रणाल्याः (अनुमान-उपमान-शब्द-तन्त्रयुक्त्यादि) पाश्चात्यशोधस्य तार्किकप्रणाल्या सह तुलनात्मकाध्ययनं करिष्यन्ति।

**श्रेयोऽङ्कप्रारूपम् (Credit Framework)**

| पाठ्यक्रमकूटाङ्कः (Course Code) | पाठ्यक्रमशीर्षकम् (Course Title) | पाठ्यक्रमस्य श्रेयोऽङ्कविभाजनम् (Credit Distribution of the Course) | | | श्रेयोऽङ्काः (Credits) |
|---|---|---|---|---|---|
| | | व्याख्यानम् (Lecture) | अनुशिक्षणम् (Tutorial) | प्रशिक्षणम्/अभ्यासः (Practical/Practice) | |
| RM 2 | शोधप्रकाराः शोधोपकरणनिर्माणञ्च | 02 | 0 | 0 | 02 |

**पाठ्यक्रमविवरणम् (Details of Course)**

**अन्वितिः १. गुणात्मकशोधः मात्रात्मकशोधः च।**

- गुणात्मकशोधः - उद्देश्यानि आवश्यकता विधयश्च।
  - दार्शनिकशोधः।

- ऐतिहासिकशोधः।
- प्रजातिकशोधः।
- व्यक्तिवृत्ताध्ययनम्।
- विकासात्मकाध्ययनविधिः – अनुदैर्घ्याध्ययनम् अन्तःसांस्कृतिकाध्ययनञ्च।
- विश्लेषणविधिः – विषयवस्तुविश्लेषणम्, अभिलेखविश्लेषणं लेख-भाषणयोः विश्लेषणम्।
- इत्येषां विधीनां सम्प्रत्ययः, आवश्यकताः, विशेषताः, सोपानानि च।
- गुणात्मकशोधे आधुनिकप्रवृत्तयः।
- कथात्मकपृच्छा।
- आधारसामग्रीविश्लेषणाधारितः सिद्धान्तः।
- केन्द्रितसमूहचर्चा।
- प्रघटनाशास्त्रम्।
- प्रतीकात्मक-अन्ताक्रियावादः।

- मात्रात्मकशोधः - उद्देश्यानि आवश्यकता विधयश्च।
  - प्रायोगिकशोधः – प्रयोगशालाप्रयोगः क्षेत्रप्रयोगश्च।
  - घटनोत्तरशोधः (Ex-post Facto Research)
  - सर्वेक्षणशोधः - वर्णनात्मकः सहसम्बन्धात्मकश्च।
  - इत्येषां विधीनाम् अर्थः, आवश्यकताः, विशेषताः, सोपानानि च।

**अन्वितिः २. प्रमाणमीमांसा तर्कशास्त्रञ्च।**

- अनुमानप्रमाणम् - स्वार्थानुमानं परार्थानुमानं पूर्ववदनुमानं शेषवदनुमानं सामान्यतोदृष्टम्।
- उपमानप्रमाणं शब्दप्रमाणञ्च।
- पाश्चात्यतर्कशास्त्रम् – अरिष्टोटल्, जॉर्ज बूल् च।

**अन्वितिः ३. शोधोपकरणनिर्माणम्।**

- शोधोपकरणस्य सम्प्रत्ययः, आवश्यकताः, विशेषताश्च।
  - वैधता – सम्प्रत्ययः, प्रकाराश्च (विषयवस्तुवैधता, समवर्तिवैधता, संरचनावैधता च), वैधतानिर्धारणप्रक्रिया।
  - विश्वसनीयता – सम्प्रत्ययः, आवश्यकता, विश्वसनीयतानिर्धारणविधयः।
  - मानकानि - सम्प्रत्ययः, आवश्यकता, निर्धारणप्रक्रिया।
  - वस्तुनिष्ठता - सम्प्रत्ययः, आवश्यकता, निर्धारणम्।

**अन्वितिः ४. शोधप्रबन्धलेखनञ्च।**

- योजनानिर्माणम् - प्रारम्भिकयोजना, पूर्वमानकीकृतानाम् उपकरणानाम् अध्ययनम् अवबोधश्च। उद्देश्यानां व्यावहारिकलेखनम्, नीलपत्रनिर्माणञ्च।
  - उपकरणनिर्माणम् - पदलेखनम्, प्रथमप्रारूपस्य परीक्षणम्, द्वितीयप्रारूपनिर्माणम्, उपकरणस्य द्वितीयं परीक्षणम्, पदानां विभेदकतास्तर-कठिनतास्तरयोः निर्धारणम्। पदविश्लेषणं चयनञ्च। अन्तिमप्रारूपनिर्माणम्।
  - शोधप्रस्तावः, शोधप्रबन्धः, शोधपत्रञ्च - स्वरूपम्, मुखपृष्ठभूमिकादिपक्षाणां संरचना, अवधेयांशाः।
- सन्दर्भलेखनम् - सन्दर्भग्रन्थसूचीनिर्माणम्, पाददटिप्पणी, अन्तटिप्पणी, उद्धरणानि।
  - सन्दर्भलेखनशैल्यः (Referencing Styles) - APA (7th Edition), MLA (9th Edition), Chicago (17thA Edition)
- प्रायोगिककार्याणि
  - शोधप्रस्तावस्य निर्माणं प्रस्तुतीकरणञ्च।
  - एकस्य शोधपत्रस्य सज्जीकरणं, संगोष्ठ्यां प्रस्तुतीकरणञ्च।
  - एकस्य निर्मितस्य शोधोपकरणस्य निर्माणप्रक्रियायाः प्रतिवेदनलेखनम्।
  - कल्पितायाः आधारसामग्र्याः t-परीक्षणेन स्पीयरमैनसहसम्बन्धगुणाङ्कपरीक्षणेन च विश्लेषणम्।

**निर्धारिताः ग्रन्थाः (Essential/Recommended Readings/Texts)**

1. Garett, H. E. (1982). *Statistics in Psychology and Education.* Bombay: Vakils, Fafer & Simons Pvt.
2. Kothari, C. R. (1985). *Research Methodology: Methods and Techniques.* New Delhi: Wiley Eastern Ltd.
3. Guilford, J. P., & Fruchter, B. (1987). *Fundamental Statistics in Psychology & Education.* New York: McGraw Hill.
4. त्रिपाठी, एल. बी., & भार्गव, हरप्रसाद, (1990), *मनोवैज्ञानिक अनुसंधान पद्धति,* उ.प्र. : विनोद पुस्तक मन्दिर, आगरा।
5. Keeves, J. P. (1997). *Educational Research Methodology and Measurement: International Handbook.* Pergamon Press.
6. गुप्ता, एस. पी., (1998), *शिक्षा में सांख्यिकी,* उ.प्र. : शारदा पुस्तक भवन, इलाहाबाद।
7. गुप्ता, एस. पी., (2000), *अनुसंधान संदर्शिका,* उ.प्र. : शारदा पुस्तक भवन, इलाहाबाद।
8. Best, J. W. (2000). *Research in Education.* New Delhi: Prentice Hall Inc.
9. Kerlinger, F. N. (2000). *Foundations of Behavioral Research.* New Delhi: Surjeet Publications.
10. भटनागर, ए. बी., (2002), *शिक्षा अनुसंधान की कार्यप्रणाली,* उ.प्र. : आर. लाल बुक डिपो, मेरठ।

11. Dawson, C. (2002). *Practical Research Methodology.* New Delhi: UBS Publication Distributors.
12. Kumar, R. (2005). *Research Methodology: A Step-by-Step Guide for Beginners.* Singapore: Pearson Education.
13. Pandey, K. P. (2005). *Fundamentals of Educational Research.* Varanasi: Vishwavidyalaya Prakashan.
14. Oliver, P. (2005). *Writing Your Thesis.* New Delhi: Vistaar Publications.
15. जैन, कृष्णा, (2013), *तर्कशास्त्र – एक रूपरेखा,* नई दिल्ली : डी. के. प्रिन्टवर्ल्ड।
16. ओलियरी, जि., (2020), *रिसर्च प्रोजेक्ट करने के लिए आवश्यक मार्गदर्शन,* नई दिल्ली : सेज प्रकाशन।
17. डेनिकोलो, पैम., & वेकर, सिंडा, (2020), *शोध प्रस्ताव कैसे करें तैयार,* नई दिल्ली : सेज प्रकाशन।
18. फ्रेडरिक, & कूलिज, (2020), *सांख्यिकी,* नई दिल्ली : सेज प्रकाशन।
19. मूर्ति, वासुदेव, (2020), *प्रभावी प्रस्ताव लेखन,* नई दिल्ली : सेज प्रकाशन।
20. Sansanwal, D. N. (2020). *Research Methodology and Applied Statistics.* New Delhi: Shipra Publications.

**Credits - 2**
**Hours - 30**

**RM 2: Types of Research & Construction of Research Tools.**

**Course Objectives:**

1. Differentiate between qualitative and quantitative research approaches, and analyze their respective techniques and applications.
2. Apply logical reasoning from both Indian and Western perspectives to research problems.
3. Design and construct valid, reliable, and objective research tools and present findings using statistical software.
4. Develop a research proposal, thesis, and academic paper based on rigorous methodological principles.

**Learning Outcomes:**

After completion of the course, the students will:

1. Differentiate between qualitative and quantitative research designs and their applicability.
2. Identify appropriate research problems, formulate hypotheses, and select suitable sampling techniques.
3. Evaluate the adequacy and ethical implications of different research methods and tools.
4. Write and present research proposals, thesis reports, and academic papers following referencing standards.
5. Analyze qualitative data using thematic, content, and discourse analysis frameworks.
6. Compare Indian (Anumana, Upamana, Shabda, Tantrayukti) and Western logic systems in the context of research.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| RM 2 | Types of Research & Construction of Research Tools. | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Qualitative and Quantitative Research.**

- Philosophical Research.
- Historical Research.
- Ethnographic Research.
- Case Study.
- Developmental Study Method – Longitudinal and Cross-Sectional Research.
- Analysis Methods – Content Analysis, Documental Analysis, Discourse Analysis.
- Its Concept, Needs, Characteristics and Steps
- Modern Trends in Qualitative Research
    - Narrative Enquiry.

  - Grounded Theory.
  - Focused Group Discussion.
  - Phenomenology
  - Symbolic Interactionism.
- Quantitative Research – Objectives, Needs and Methods.
  - Experimental Research – Lab Experiment and Field Experiment.
  - Ex-post Facto Research.
  - Survey Research – Descriptive and Correlational Research.
  - Its Concept, Needs, Characteristics and Steps.

**Unit II Epistemology and Logic.**

- Anuman Pramana.
- Upamana Pramana & Shabda Pramana.
- Western Logics – Aristotle & George Boole.

**Unit III Construction of Research Tool.**

- Concept, Needs and Characteristics of Research Tool.
  - Validity – Concept and Types – Content Validity, Concurrent Validity and Construct Validity.
  - Reliability – Concept, Needs, Methods of determining of Reliability.
  - Norms – Concept, Needs and Process of Determining of Norms.
  - Objectivity – Concept, Needs and Process of Determining of Norms.

**Unit IV Writing of Research Thesis.**

- Planning – Primary Plan, Study and Understanding of Tools of Previous Research, Behavioral Writing of Objectives, Development of Blueprint.
  - Construction of Research Tools – Item Writing, Try-out of First Draft, Construction of Second Draft, Second Testing of Tool, Discrimination and Difficulty Level of Items, Item Analysis and Final Selection, Construction of Final Tool.
  - Writing of Research Proposal, Research Thesis and Research Paper – Nature, Structure of Front Page, Preface etc., Other Noticeable Aspects.
- Referencing – Preparation of Bibliography, Footnotes, Endnotes, Citations.
  - Referencing Styles - APA (7th Edition), MLA (9th Edition), Chicago (17thA Edition)
- Practicum.
  - Preparation and Presentation of Research Proposal.
  - Preparation and Presentation of a Research Paper.
  - Reporting of Construction Process of Self-Constructed Tool.
  - Analysis of Assumed Data through t-test and Spearman Correlation.

**Essential/Recommended Readings/Texts:**

1. Garett, H. E. (1982). *Statistics in Psychology and Education.* Bombay: Vakils, Fafer & Simons Pvt.

2. Kothari, C. R. (1985). *Research Methodology: Methods and Techniques.* New Delhi: Wiley Eastern Ltd.
3. Guilford, J. P., & Fruchter, B. (1987). *Fundamental Statistics in Psychology & Education.* New York: McGraw Hill.
4. त्रिपाठी, एल. बी., & भार्गव, हरप्रसाद, (1990), *मनोवैज्ञानिक अनुसंधान पद्धति,* उ.प्र. : विनोद पुस्तक मन्दिर, आगरा।
5. Keeves, J. P. (1997). *Educational Research Methodology and Measurement: International Handbook.* Pergamon Press.
6. गुप्ता, एस. पी., (1998), *शिक्षा में सांख्यिकी,* उ.प्र. : शारदा पुस्तक भवन, इलाहाबाद।
7. गुप्ता, एस. पी., (2000), *अनुसंधान संदर्शिका,* उ.प्र. : शारदा पुस्तक भवन, इलाहाबाद।
8. Best, J. W. (2000). *Research in Education.* New Delhi: Prentice Hall Inc.
9. Kerlinger, F. N. (2000). *Foundations of Behavioral Research.* New Delhi: Surjeet Publications.
10. भटनागर, ए. बी., (2002), *शिक्षा अनुसंधान की कार्यप्रणाली,* उ.प्र. : आर. लाल बुक डिपो, मेरठ।
11. Dawson, C. (2002). *Practical Research Methodology.* New Delhi: UBS Publication Distributors.
12. Kumar, R. (2005). *Research Methodology: A Step-by-Step Guide for Beginners.* Singapore: Pearson Education.
13. Pandey, K. P. (2005). *Fundamentals of Educational Research.* Varanasi: Vishwavidyalaya Prakashan.
14. Oliver, P. (2005). *Writing Your Thesis.* New Delhi: Vistaar Publications.
15. जैन, कृष्णा, (2013), *तर्कशास्त्र – एक रूपरेखा,* नई दिल्ली : डी. के. प्रिन्टवर्ल्ड।
16. ओलियरी, जि., (2020), *रिसर्च प्रोजेक्ट करने के लिए आवश्यक मार्गदर्शन,* नई दिल्ली : सेज प्रकाशन।
17. डेनिकोलो, पैम., & वेकर, सिंडा, (2020), *शोध प्रस्ताव कैसे करें तैयार,* नई दिल्ली : सेज प्रकाशन।
18. फ्रेडरिक, & कूलिज, (2020), *सांख्यिकी,* नई दिल्ली : सेज प्रकाशन।
19. मूर्ति, वासुदेव, (2020), *प्रभावी प्रस्ताव लेखन,* नई दिल्ली : सेज प्रकाशन।
20. Sansanwal, D. N. (2020). *Research Methodology and Applied Statistics.* New Delhi: Shipra Publications.

श्रेयोऽङ्काः - 2
होराः - 30

## RM 3: शोधे विश्लेषणविधिः

**पाठ्यक्रमस्य उद्देश्यानि (Course Objectives)**

1. शोधविधेः प्रतिमानानां दत्तांशसङ्ग्रहणविश्लेषणार्थं उपयुक्तोपकरणानाञ्च अभिज्ञानं निर्माणञ्च।
2. भारतीयशोध-पाश्चात्यशोधपरिप्रेक्ष्ये शोधसमस्यानां तार्किकविश्लेषणात्मकप्रयोगज्ञानम्।

**अधिगमस्य परिणामाः (Learning Outcomes):** अस्य पाठ्यक्रमस्य अध्ययनादनन्तरं छात्राः :-

1. शोधस्य प्रमुखावधारणाः यथा प्रतिमानानि, प्रकाराः, साङ्ख्यिकीयपदानि च परिभाषयितुं शक्ष्यन्ति।
2. नानाविधसमस्यासन्दर्भानुगुणम् उपयुक्तानां शोधविश्लेषणविधीनां प्रयोगं करिष्यन्ति।
3. शोधविश्लेषणसन्दर्भे भारतीयशोधस्य तार्किकप्रणाल्याः (अनुमान-उपमान-शब्द-तन्त्रयुक्त्यादि) पाश्चात्यशोधस्य तार्किकप्रणाल्या सह तुलनात्मकाध्ययनं करिष्यन्ति।

**श्रेयोऽङ्कप्रारूपम् (Credit Framework)**

| पाठ्यक्रमकूटाङ्कः (Course Code) | पाठ्यक्रमशीर्षकम् (Course Title) | पाठ्यक्रमस्य श्रेयोऽङ्कविभाजनम् (Credit Distribution of the Course) | | | श्रेयोऽङ्काः (Credits) |
|---|---|---|---|---|---|
| | | व्याख्यानम् (Lecture) | अनुशिक्षणम् (Tutorial) | प्रशिक्षणम्/अभ्यासः (Practical/Practice) | |
| RM 3 | शोधे विश्लेषणविधिः | 02 | 0 | 0 | 02 |

**पाठ्यक्रमविवरणम् (Details of Course)**

**अन्वितिः १. शोधप्रतिमानानि।**

- सत्तामीमांसा।
- ज्ञानमीमांसा।
- पद्धतिश्च।
- शोधेषु प्रतिमानपरिवर्तनम्।

**अन्वितिः २. दत्तांशस्य सङ्कलनम्।**

- प्रदत्तसङ्कलनं विश्लेषणञ्च।
    - गुणात्मक-मात्रात्मकप्रदत्तांशानां सङ्ग्रहणप्रक्रिया।
    - त्रिभुजीकरणम्।

**अन्वितिः ३. दत्तांशस्य विश्लेषणञ्च।**

- प्रदत्तविश्लेषणम् - आवश्यकता, प्रदत्तवर्गीकरणञ्च।
- वर्णनात्मकम् अनुमानपरकं विश्लेषणम्।
- गुणात्मकं मात्रात्मकञ्च विश्लेषणम्। मिश्रितविधिः।

**अन्वितिः ४. साङ्ख्यिकीयविश्लेषणम्।**

- अनुसन्धाने साङ्ख्यिक्याः महत्त्वम् आवश्यकताः च।
- प्राचलिकविधयः - सम्प्रत्ययः प्रकाराश्च - t-परीक्षणम्, एनोवा-परीक्षणम्, पीयरसन् आघूर्णगुणन-सहसम्बन्धगुणाङ्कः (r)।
- अप्राचलिकविधयः - सम्प्रत्ययः प्रकाराश्च – काई-स्क्वायर्-परीक्षणम्, स्पीयरमैन-अनुक्रमसहसम्बन्धगुणाङ्कः, मान-व्हिटनी 'U' परीक्षणम्।
- मापनीप्रकाराः – नामिता, क्रमिका, आन्तरालात्मिकी, आनुपातिकी इत्येतासां सन्दर्भे साङ्ख्यिकीप्रयोगस्य अवधेयांशाः।
- प्राक्कल्पनापरीक्षणम् – सार्थकतास्तराः।
- त्रुटिः - टाइप-1 एवं टाइप – 2
- SPSS इत्यस्य सामान्यपरिचयः
- आरेखीयप्रस्तुतीकरणम्

**निर्धारिताः ग्रन्थाः (Essential/Recommended Readings/Texts)**


1. Garett, H. E. (1982). *Statistics in Psychology and Education.* Bombay: Vakils, Fafer & Simons Pvt.
2. Kothari, C. R. (1985). *Research Methodology: Methods and Techniques.* New Delhi: Wiley Eastern Ltd.
3. Guilford, J. P., & Fruchter, B. (1987). *Fundamental Statistics in Psychology & Education.* New York: McGraw Hill.
4. त्रिपाठी, एल. बी., & भार्गव, हरप्रसाद, (1990), *मनोवैज्ञानिक अनुसंधान पद्धति,* उ.प्र. : विनोद पुस्तक मन्दिर, आगरा।
5. Keeves, J. P. (1997). *Educational Research Methodology and Measurement: International Handbook.* Pergamon Press.
6. गुप्ता, एस. पी., (1998), *शिक्षा में सांख्यिकी,* उ.प्र. : शारदा पुस्तक भवन, इलाहाबाद।
7. गुप्ता, एस. पी., (2000), *अनुसंधान संदर्शिका,* उ.प्र. : शारदा पुस्तक भवन, इलाहाबाद।
8. Best, J. W. (2000). *Research in Education.* New Delhi: Prentice Hall Inc.
9. Kerlinger, F. N. (2000). *Foundations of Behavioral Research.* New Delhi: Surjeet Publications.
10. भटनागर, ए. बी., (2002), *शिक्षा अनुसंधान की कार्यप्रणाली,* उ.प्र. : आर. लाल बुक डिपो, मेरठ।

11. Dawson, C. (2002). *Practical Research Methodology.* New Delhi: UBS Publication Distributors.
12. Kumar, R. (2005). *Research Methodology: A Step-by-Step Guide for Beginners.* Singapore: Pearson Education.
13. Pandey, K. P. (2005). *Fundamentals of Educational Research.* Varanasi: Vishwavidyalaya Prakashan.
14. Oliver, P. (2005). *Writing Your Thesis.* New Delhi: Vistaar Publications.
15. जैन, कृष्णा, (2013), *तर्कशास्त्र – एक रूपरेखा,* नई दिल्ली : डी. के. प्रिन्टवर्ल्ड।
16. ओलियरी, जि., (2020), *रिसर्च प्रोजेक्ट करने के लिए आवश्यक मार्गदर्शन,* नई दिल्ली : सेज प्रकाशन।
17. डेनिकोलो, पैम., & वेकर, सिंडा, (2020), *शोध प्रस्ताव कैसे करें तैयार,* नई दिल्ली : सेज प्रकाशन।
18. फ्रेडरिक, & कूलिज, (2020), *सांख्यिकी,* नई दिल्ली : सेज प्रकाशन।
19. मूर्ति, वासुदेव, (2020), *प्रभावी प्रस्ताव लेखन,* नई दिल्ली : सेज प्रकाशन।
20. Sansanwal, D. N. (2020). *Research Methodology and Applied Statistics.* New Delhi: Shipra Publications.

**Credits - 2**
**Hours - 30**

**RM 3: Analysis in Research**

**Course Objectives:**

1. Understand Research Paradigms, appropriate Tools for Data collection and Analysis.
2. Apply logical Analytical reasoning from both Indian and Western perspectives to research problems.

**Learning Outcomes:**

After completion of the course, the students will:

1. Define key concepts of Research, including Paradigms, types, and Statistical terms.
2. Apply suitable Research Analysis methods different problem contexts.
3. Compare Indian (Anumana, Upamana, Shabda, Tantrayukti) and Western logic systems in the context of Research Analysis.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| **RM 3** | **Analysis in Research** | **02** | **0** | **0** | **02** |

**Details of Course:**

**Unit I Research Paradigms.**

- Ontology.
- Epistemology.
- Methodology.
- Paradigm Shifting in Research.

**Unit II Data Collection.**

- Collection of Data.
  - Collection Process of Qualitative and Quantitative Data.
  - Triangulation.

**Unit III Analysis of Data.**

- Data Analysis – Needs and Classification of Data.
- Descriptive and Inferential Analysis.
- Qualitative and Quantitative Analysis, Mixed Method.

**Unit IV Statistical Analysis.**

- Importance and Needs of Statistics in Research.
- Parametric Methods – Concept and Types, t-test, ANOVA, Pearson Product Moment.
- Non-Parametric Methods – Concepts and Types, Spearman rho, Mann-Whitney U test.
- Types of Scales – Nominal, Ordinal, Interval and Ratio Scales and use of Statistics associated these scales.
- Hypothesis Testing – Levels of Significance.
- Errors – Type I and Type II.

- General Introduction to SPSS.
- Graphical Presentations.
- Research Methods.

**Essential/Recommended Readings/Texts:**


1. Garett, H. E. (1982). *Statistics in Psychology and Education.* Bombay: Vakils, Fafer & Simons Pvt.
2. Kothari, C. R. (1985). *Research Methodology: Methods and Techniques.* New Delhi: Wiley Eastern Ltd.
3. Guilford, J. P., & Fruchter, B. (1987). *Fundamental Statistics in Psychology & Education.* New York: McGraw Hill.
4. त्रिपाठी, एल. बी., & भार्गव, हरप्रसाद, (1990), *मनोवैज्ञानिक अनुसंधान पद्धति,* उ.प्र. : विनोद पुस्तक मन्दिर, आगरा।
5. Keeves, J. P. (1997). *Educational Research Methodology and Measurement: International Handbook.* Pergamon Press.
6. गुप्ता, एस. पी., (1998), *शिक्षा में सांख्यिकी,* उ.प्र. : शारदा पुस्तक भवन, इलाहाबाद।
7. गुप्ता, एस. पी., (2000), *अनुसंधान संदर्शिका,* उ.प्र. : शारदा पुस्तक भवन, इलाहाबाद।
8. Best, J. W. (2000). *Research in Education.* New Delhi: Prentice Hall Inc.
9. Kerlinger, F. N. (2000). *Foundations of Behavioral Research.* New Delhi: Surjeet Publications.
10. भटनागर, ए. बी., (2002), *शिक्षा अनुसंधान की कार्यप्रणाली,* उ.प्र. : आर. लाल बुक डिपो, मेरठ।
11. Dawson, C. (2002). *Practical Research Methodology.* New Delhi: UBS Publication Distributors.
12. Kumar, R. (2005). *Research Methodology: A Step-by-Step Guide for Beginners.* Singapore: Pearson Education.
13. Pandey, K. P. (2005). *Fundamentals of Educational Research.* Varanasi: Vishwavidyalaya Prakashan.
14. Oliver, P. (2005). *Writing Your Thesis.* New Delhi: Vistaar Publications.
15. जैन, कृष्णा, (2013), *तर्कशास्त्र – एक रूपरेखा,* नई दिल्ली : डी. के. प्रिन्टवर्ल्ड।
16. ओलियरी, जि., (2020), *रिसर्च प्रोजेक्ट करने के लिए आवश्यक मार्गदर्शन,* नई दिल्ली : सेज प्रकाशन।
17. डेनिकोलो, पैम., & वेकर, सिंडा, (2020), *शोध प्रस्ताव कैसे करें तैयार,* नई दिल्ली : सेज प्रकाशन।
18. फ्रेडरिक, & कूलिज, (2020), *सांख्यिकी,* नई दिल्ली : सेज प्रकाशन।
19. मूर्ति, वासुदेव, (2020), *प्रभावी प्रस्ताव लेखन,* नई दिल्ली : सेज प्रकाशन।

20. Sansanwal, D. N. (2020). *Research Methodology and Applied Statistics.* New Delhi: Shipra Publications.

# Advanced Level Courses on Research Methodology

**Credits - 2**
**Hours - 30**

**RM 4: Śāstra Śodhapaddhatiḥ evaṃ Tantrayuktayāḥ**

**Course Objectives:**

1. To understand the fundamental concepts of research (*śodha*) and its significance.
2. To familiarize with traditional and modern methods of research including qualitative and quantitative approaches.
3. To introduce classical Indian frameworks such as *tantrayukti*-s in the context of research methodology.
4. To develop skills in formulating research problems, hypotheses, sampling techniques and data analysis.
5. To equip students for academic research through practical tools like proposal writing, referencing and manuscript studies.

**Learning Outcomes:**

After completion of the course, the students will:

1. Define the basic terms and significance of research and types of research.
2. Identify research problems and formulate hypotheses and sampling techniques.
3. Differentiate between qualitative and quantitative research methods.
4. Apply various classical and modern research methods in real-world contexts.
5. Develop a research proposal, perform critical proofreading and documentation.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| **RM 4** | **Śāstra Śodhapaddhatiḥ evaṃ Tantrayuktayāḥ** | **02** | **0** | **0** | **02** |

**Details of Course:**

**Unit I Foundations of Research.**

- Concept and Need of *Śodha* (Research), Research through Scientific Method.
- Research Problem: Identifying Research Area, Literature Review, Selection and Delimitation of Problem.
- Research Design (*Śodhabhikalpa*):
    - Experimental.
    - Quasi-Experimental.
    - Pseudo-Experimental.
    - Correlational.
- Types of Research:
    - Maulika (Fundamental)
    - Vyāvahārika (Applied)
    - Kriyātmaka (Action)
    - Guṇātmaka (Qualitative)

- Mātrātmaka (Quantitative)

**Unit II Research Tools and Process.**

- Research Questions and Hypothesis (*Śodha-Praśna*, *Prāk-Kalpana*): Concepts and Types.
- Variables (*Cara*): Concept and types.
- Population (*Janasaṅkhyā*): concepts and types.
- Sampling Methods (*Pratidarśana*): Types, Qualities, Probable and Non-Probable Sampling.
- Qualitative and Quantitative Data Collection:
    - Questionnaire.
    - Schedule.
    - Interview.
    - Observation.
    - Scaling.
    - Projective Methods.
- Research Process: Major sequential steps of Research.

## Śāstrīya Śodha

**Unit III Advanced Research Types**.

- Vimarśātmaka Śodha (Critical Research)
- Viśleṣaṇātmaka Śodha (Analytical Research)
- Tulanātmaka Śodha (Comparative Research)
- Antaḥśāstrīya Śodha (Inter-Disciplinary Research)
- Bahuśāstrīya Śodha (Multi-Disciplinary Research)

*(Concept, need, characteristics and steps of each)*

**Unit IV Research Documentation**.

- Proofreading.
- Diacritical Marks.
- Śodha-Prastāva (Research Proposal)
- Sandarbha Grantha Sūcī (Bibliography)
- Critical edition methodology (Samīkṣātmaka Saṃskaraṇa)
- Pāṇḍulipi Vijñāna (Manuscriptology)

**Unit V Tantrayuktayāḥ**.

- Utility of Tantrayuktayāḥ.
- Introduction & nature of Tantrayuktayāḥ.
- Tantrayuktayāḥ for Knowledge Generation.
- Tantrayuktayāḥ in Critical Analysis.
- Tantrayuktayāḥ in determining the meaning of scriptures.
- Tantrayuktayāḥ in debates & discourses.

**Essential/Recommended Readings/Texts:**


1. वरखेडी, श्रीनिवास, (2024), *शास्त्रपद्धतिः*, नई दिल्ली, केन्द्रिय संस्कृत विश्वविद्यालय।
2. शर्मा, रामनाथ, (2018), *अनुसंधानविधिः*, वाराणसी : सम्पूर्णानन्द-संस्कृत-विश्वविद्यालयः।
3. शर्मा, वासुदेवनाथ, (2020), *शोधपद्धतिः (संस्कृतशोधकार्ये पद्धतिपरिचयः)*, जयपुर : राजस्थान संस्कृत अकादमी।
4. Kumar, R. *Research methodology: A step-by-step guide for beginners*. SAGE Publications.
5. Creswell, J. W. *Research design: Qualitative, quantitative and mixed methods approach*. SAGE Publications.
6. Booth, W. C., Colomb, G. G. & Williams, J. M. *The craft of research*. University of Chicago Press.
7. Melville, S., & Goddard, W. *An introduction to research methodology*. Juta & Company.
8. Priest, G. *Logic: A very short introduction*. Oxford University Press.

**Credits - 2**
**Hours - 30**

**RM 5: Advanced Research Methodology**

**Course Objectives:**

1. To introduce advanced theoretical and methodological frameworks in the core discipline for rigorous academic research.
2. To equip students with advanced methodological frameworks for research.
3. To train students in practical tools, software and digital methods essential for efficient academic research.

**Learning Outcomes:**

After completion of the course, the students will:

1. Understand and apply domain-specific research designs.
2. Develop ability to critically evaluate literature.
3. Formulate feasible and original research questions.
4. Understand advanced research paradigms and their applications.
5. Formulate research problems and design appropriate research.
6. Use digital tools for literature review, data handling and ethical research practices.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| RM 5 | Advanced Research Methodology | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Philosophical Foundations and Scope of Research.**

- Nature, characteristics and objectives of academic research.
- Interdisciplinary and transdisciplinary research approaches.
- Ethics in research.

**Unit II Problem Identification and Hypothesis Formation.**

- Identifying research gaps from literature.
- Statement of the problem and framing research questions.
- Formulation of hypothesis.
- Purpose and techniques of reviewing literature.

**Unit III Research Design and Methodology.**

- Types of research: Exploratory, Descriptive, Analytical, Experimental.
- Qualitative and Quantitative methods: Survey, Case Study, Ethnography.
- Sampling techniques and tools of data collection.
- Validity, reliability and limitations of research.

**Unit IV Structuring a Research Proposal.**

- Components of a research proposal.
- Ethical considerations and plagiarism check.
- Peer review and proposal evaluation criteria.

**Essential/Recommended Readings/Texts:**

1. वरखेडी, श्रीनिवास, (2024), *शास्त्रपद्धतिः*, नई दिल्ली, केन्द्रिय संस्कृत विश्वविद्यालय।
2. Cohen, L., Manion, L., & Morrison, K. *Research Methods in Education*. Routledge.
3. Sharma, R.A. *Research Methodology in Social Sciences*. Meerut: R. Lall Book Depot.
4. Bhattacharyya, D.K. *Research Methodology*. Excel Books.

**Suggested Readings:**

1. Kothari, C.R. *Research Methodology: Methods and Techniques*. New Delhi: New Age International.
2. Dawson, C. *Practical Research Methods*. How To Books Ltd.
3. NEP 2020 and UGC Guidelines on Research Ethics.

**Hands-on Projects:**

1. Designing a research proposal relevant to the core discipline.
2. Comparative analysis of different methodological frameworks.

# Critical Research Writing Courses

**Credits - 2**
**Hours - 30**

**RM 6: Techniques of Research Writing**

**Course Objectives:**

1. To build academic writing skills and discipline-specific communication techniques for publishing research.
2. To develop academic writing skills for research papers, proposals and theses.
3. To improve clarity, structure and coherence in scholarly communication.
4. To train students in practical tools, software and digital methods essential for efficient academic research.

**Learning Outcomes:**

After completion of the course, the students will:

1. Efficient use of software and databases for Ethical handling of Research data.
2. Digital proficiency for data processing and analysis.
3. Edit and refine academic documents.
4. Structure research writing in academic formats.
5. Apply language and formatting standards.
6. Prepare manuscripts for submission to peer-reviewed publications, journals and conferences.
7. Prepare publishable and annotated scholarly texts.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| RM 6 | Techniques of Research Writing | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Structure and Components of Research Writing.**

- Structure of thesis, dissertation and research article.
- Writing research proposals, abstracts and summaries.

**Unit II Style and Language in Academic Writing.**

- Academic tone and formal language.
- Grammar, coherence and sentence structure.
- Avoiding plagiarism and self-plagiarism.

**Unit III Referencing and Citation Practices.**

- Use of footnotes, endnotes and in-text citations.
- Reference management tools: Zotero, Mendeley
- Referencing styles (APA, MLA, Chicago)
- Compiling bibliographies and reference lists.

**Unit IV Text, Data Analysis and Data Organization.**

- Text analysis: AntConc, Sketch Engine.
- Qualitative data software basics: NVivo, Orange.

- Spreadsheet tools for data handling (MS Excel, Google Sheets)
- Introduction to basic statistics and data visualization.

**Unit V Research Integrity and Ethics.**

- Plagiarism detection software: Turnitin, Urkund, Grammarly.
- Understanding academic integrity and publication ethics.

**Unit VI Publishing Process and Peer Review.**

- Manuscript formatting and submission guidelines.
- Selecting appropriate journals and indexing criteria.
- Understanding peer review and responding to feedback.

**Essential/Recommended Readings/Texts:**

1. Wallwork, A. *English for Writing Research Papers*. Springer.
2. Day, R.A. & Gastel, B. *How to Write and Publish a Scientific Paper*. Cambridge University Press.
3. Maas, P. *Textual Criticism*. Oxford: Clarendon Press.

**Suggested Readings:**

1. Anderson, J. & Poole, M. *Assignment and Thesis Writing*. Wiley India.
2. Turabian, K.L. *A Manual for Writers of Research Papers, Theses and Dissertations*. University of Chicago Press.
3. Dawson, C. *Practical Research Methods*. How To Books Ltd.
4. NEP 2020 and UGC Guidelines on Research Ethics.
5. Gaur, R. & Garg, R. *Research Methodology*. PHI Learning.
6. Jain, A. *Digital Research Tools*. Bharat Book Centre.

**Hands-on Projects:**

1. Drafting a research abstract and introduction.
2. Writing and peer-reviewing a short article.
3. Formatting and submitting a simulated journal manuscript.
4. Annotated bibliography using Zotero/Mendeley.
5. Dataset analysis using Excel/Google Sheets.
6. Plagiarism detection report and ethics compliance statement.

**Credits - 2**
**Hours - 30**

## RM 7: Basic Skills for writing Research Paper and Dissertation

**Course Objectives:**

1. To introduce students to the fundamentals of writing research dissertations and academic papers.
2. To help students acquire essential skills for effective and scholarly research writing.
3. To ensure a clear understanding of academic standards, structure and formatting required in research.
4. To familiarize students with the techniques and methodologies applicable to academic research and writing.

**Learning Outcomes:**

After the completion of the course, the students will:

1. Learn the basics of writing research dissertations or papers.
2. Acquire the necessary skills required for effective research writing.
3. Gain a clear understanding of the standards to be followed in academic research.
4. Become familiar with the techniques to be used in their research writings.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| RM 7 | Basic Skills for Research Paper and Dissertation | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Theoretical concept of Research.**

- Introduction, Objectives and Types of Research.
- Outline of Research Work.
- Topic Selection and Writing Methods.
- Material Collection: Primary and Secondary.
- E-Recourses and Research Tools.

**Unit II Dissertation/Paper Editing Tools.**

- Typing tools for Unicode Devanagari.
- Editing Tools: Microsoft Word and Google Docs.

**Unit III Basics of Research Paper Writing.**

- Topic Selection.
- Review of Literature.
- Drafting the body.
- Revision/Editing.
- Major Components of Research Papers.
    - Abstract.
    - Keywords.
    - Background and Introduction.

  - Review of Literatures.
  - Objective.
  - Material (data) and Methodology.
  - Result and Discussions.
  - Conclusions.
  - Finding.
  - Future Direction of Research.
  - Acknowledgement, References.

**Unit IV Dissertation Writing Skill.**

- Overview of the dissertation.
- Major steps: Proposal, Dissertation Writing, Editing/Review.
- Presentation and Submission.
- Essential Elements of Research Proposal: -
  - Research topic selection.
  - A brief description of the proposed thesis.
  - Preliminary outline of the proposed research.
  - Survey.
  - Reference list.
- Structure of Dissertation.
  - Title Page.
  - Acknowledgement.
  - Abstract.
  - Table of Contents.
  - List of figures.
  - List of Tables.
  - List of Appendixes.
  - Dissertation Chapters.
  - References Lists.

**Essential/Recommended Readings/Texts:**

1. Teacher's notes, ppt and handout.
2. http://www.makeuseof.com/tag/5-powerpoint-tips-improve-presentation-skills-overnight/
3. https://www.slideshare.net/subagini/effective-presentation-skills-28512891
4. http://www.free-power-point-templates.com/articles/18-tips-to-improve-presentation-skills/
5. Yelikar, K. S. (2009). *Essentials of Research Methodology & Dissertation Writing*. New Delhi: Jaypee Brothers Medical Publishers.

**Credits - 2**
**Hours - 30**

**RM 8: Techniques of Critical Editing**

**Course Objectives:**

1. To introduce learners to the critical editing of primary texts, manuscripts, or historical sources, with emphasis on philological rigor.
2. To introduce foundational principles of textual criticism and critical editing.
3. To train students in handling manuscripts and preparing critical editions.

**Learning Outcomes:**

After completion of the course, the students will:

1. Understand the fundamentals of textual criticism and editing theories.
2. Transcribe and interpret manuscripts.
3. Construct a critical apparatus and produce annotated editions.
4. Understand textual criticism and its application.
5. Transcribe, edit and annotate manuscripts.
6. Prepare critically edited versions with scholarly apparatus.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| RM 8 | Techniques of Critical Editing | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Foundations of Textual Criticism.**

- Nature, scope and significance of textual criticism.
- Key concepts: Error, Emendation, Recension, Interpolation.
- Brief history of critical editing in Indian and Western traditions.

**Unit II Transmission and Stemmatics.**

- Textual transmission and types of variants.
- Lachmannian method and stemma codicum.
- Evaluating manuscript traditions.

**Unit III Introduction to Manuscriptology and Palaeography.**

- Types of manuscripts (palm-leaf, paper) and materials.
- Introduction to Indian scripts: Śāradā, Nāgarī, Grantha, etc.
- Preservation, cataloguing and use of manuscript libraries.

**Unit IV Preparation of a Critical Edition.**

- Preparing a diplomatic transcription.
- Constructing a critical apparatus.
- Writing annotations and scholarly commentary.

**Essential/Recommended Readings/Texts:**


1. Maas, P. *Textual Criticism*. Oxford: Clarendon Press.
2. Pandurangi, K.T. *Sanskrit Manuscriptology*.

**Suggested Readings:**


1. Tanselle, G.T. *A Rationale of Textual Criticism*.
2. Bédier, J. *La tradition manuscrite du Lai de l'Ombre*. Paris.


**Hands-on Projects:**

1. Transcription of manuscript samples.
2. Preparation of a stemma codicum.
3. Editing a short Sanskrit/vernacular text with critical notes.

# Courses on Scripts and Manuscripts

**Credits - 2**
**Hours - 30**

**RM 9: Indian Epigraphy & Paleography**

**Course Objectives:**

1. To introduce students to the significance of Sanskrit inscriptions as key sources for reconstructing ancient Indian history.
2. To familiarize students with the methods of reading, interpreting and understanding Sanskrit inscriptions in their historical context.
3. To enable Sanskrit students to extract historical facts and cultural information directly from primary epigraphical materials.
4. To help History students engage critically with primary inscriptions to deepen their understanding of ancient Indian political, social and cultural developments.
5. To develop in students the ability to integrate linguistic skills, epigraphical methods and historical analysis for holistic historical research.

**Learning Outcomes:**

After completion of the course, the students will:

1. Students will understand the importance of Sanskrit-based inscriptions in reconstructing ancient Indian history.
2. Sanskrit students will enhance their ability to interpret historical facts directly from inscriptions.
3. History students will develop a deeper connection with primary materials related to the history of ancient India.
4. Students will be able to analyze and interpret inscriptions as essential historical sources.
5. The course will equip students with the skills to bridge the gap between language, epigraphy and historical research.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/ Practice | |
| RM 9 | Indian Epigraphy & Paleography | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I**

- Welfare state.
- Repair of Dam.
- Mati-Saćiva.
- Karma-Saciva in Junagadh Inscription of Rudradāman.

**Unit II**

- Eran Pillar Inscription: Status of Samudragupta.
- Mehrauli Iron Pillar Inscription of Candra: Victory, Recognition of Chandra.

**Unit III**

- Antiquity of writing in India.

- Observations from foreign scholars.
- Literary evidences.
- Observations made by Indian Epigraphists.
- Importance of the study of Inscriptions.
- Geographical description.
- Historical evidences.
- Society.
- Religion.
- Literature.
- Economic Conditions.
- Administration.

  **Writing material:**

  a) Rocks.
  b) Pillars.
  c) Metal Plates Brush, Chisel, Stylus, Paint/Colour.
  d) Statues.
  e) Pen.

**Unit IV Palaeography.**

- Origin, development and historical importance of Indian (Brahmi, Kharosthi, Kutila etc.) epigraphs.
- Study and historical importance of the above ancient inscriptions.

**Essential/Recommended Readings/Texts:**

1. Buhler, G. (1896). *On the Origin of the Indian Alphabet & Numerals.* Asiatic Society, Calcutta.
2. Ojha, G. H. (1962). *Bharatiya Praćina Lipimāla.* Hindi Sahitya Sammelan, Prayagraj.
3. Dani, A. H. (1963). *Indian Paleography.* Motilal Banarsidass, Delhi.
4. Sircar, D. C. (1965). *Indian Epigraphy, Select Inscriptions (Part-I).* University of Calcutta, Calcutta.
5. Pandey, R. B. (1972). *Asoka ke Abhilekha, Bharatiya Puralipi.* Rajkamal Prakashan, Delhi.
6. Rana, S. S. (1983). *Bharatiya Abhilekha.* University of Rajasthan, Jaipur.
7. Upadhyay, V. (1990). *Praćina Bharatiya Abhilekha.* Kashi Prakashan, Varanasi.

**Credits - 2**
**Hours - 30**

**RM 10: Reading skills in Brahmi Scripts**

**Course Objectives:**

1. To introduce the interdisciplinary nature of Epigraphy & Script within Sanskrit, focusing on the development of the Brahmi script.
2. To study the transformation of the Brahmi script into modern Indian scripts like Tamil, Malayalam, Oriya, Bengali and Gurmukhi.
3. To examine ancient inscriptions in Sanskrit to aid in understanding historical developments.
4. To analyze the evolution of writing styles, materials and methods that led to variations in the Brahmi script.
5. To explore the influence of the Brahmi script on South-East Asian countries, particularly the Grantha form.

**Learning Outcomes:**

After completion of the course, the students will:

1. Investigate the development and transformation of the Brahmi script into a wide variety of forms over time.
2. Understand how slow modes of transport and communication influenced the evolution of the Brahmi script.
3. Analyze the variations in Brahmi script to ascertain the period of inscriptions whose date is uncertain.
4. Gain valuable knowledge that will assist in the study of archaeology with a background in Sanskrit.
5. Appreciate the significance of Brahmi script evolution in the historical and archaeological context.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| RM 10 | Reading skills in Brahmi Scripts | 02 | 0 | 0 | 02 |

**Details of Course:**

**Unit I Introduction to Brahmi Script (Origin and Development)**

- Origin of the Brahmi Script.
- Foreign Origin.
- Indian Origin.
- Development of the script up to 700 A.D.

**Unit II Early Brahmi alphabet Aśokan period.**

**Unit III Translation to variations up to 4th century C.E.**

**Unit IV Reading Asokan Inscriptions.**

**Essential/Recommended Readings/Texts:**


1. Upasak, C. S. (1960). *History & Paleography of Mauryan Brahmi Script.* Varanasi: Bharatiya Vidya Prakashan.
2. Dani, A. H. (1963). *Indian Paleography.* New Delhi: Motilal Banarsidass Publishers.
3. Pandey, R. B. (1967). *The Inscriptions of Ashoka.* New Delhi: Asian Educational Services.
4. Verma, T. P. (1971). *Paleography of Brahmi Script in North India.* New Delhi: Sundeep Prakashan.
5. Ojha, G. H. (1975). *Bhartiya Prachin Lipimala.* Varanasi: Prakashan Sansthan.

**Credits - 2**
**Hours - 30**

**RM 11: Manuscriptology**

**Course Objectives:**

1. Understand the concept, types, and historical importance of Indian manuscripts.
2. Develop proficiency in manuscript study methods, characteristics, selection, and collation.
3. Gain knowledge about ancient Indian scripts and inscriptions, including their origin and evolution.
4. Learn documentation, preservation, and cataloging techniques used in manuscript libraries.
5. Acquire practical training in reading, writing, and transliterating various traditional Indian scripts such as Grantha, Sharada, Nandinagari, etc.
6. Promote awareness about the value of manuscripts in cultural heritage, research, and knowledge systems.

**Learning Outcomes:**

After completion of the course, the students will:

1. Define and classify Indian manuscripts and their characteristics.
2. Analyze different types of manuscripts and study their variations and genealogy.
3. Apply methods of manuscript exploration, selection, and pre-editing for research.
4. Demonstrate understanding of Indian epigraphy and paleographic evolution (e.g., Brahmi, Kharosthi, Kutila).
5. Evaluate the historical and cultural relevance of ancient Indian scripts and inscriptions.
6. Apply techniques for surveying, preserving, and documenting manuscripts in manuscript libraries.
7. Create structured catalogs using standard methodologies for manuscript classification.
8. Develop practical transliteration skills in traditional scripts like Grantha, Sharada, Newari, Nandinagari, and Maithili.
9. Contribute to the revival and preservation of traditional Indian knowledge systems through script training and manuscript study.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| **RM 11** | **Manuscriptology** | **02** | **0** | **0** | **02** |

**Details of Course:**

**Unit I Introduction to Manuscripts.**

- Introduction to Manuscripts.
- Types of Manuscripts.
- Study Methods of Manuscripts.
- Characteristics of Manuscripts.

**Unit II Exploration of Manuscripts.**

- Exploration and Selection of Manuscripts.
- Variation of Manuscripts.
- Genealogy tree of manuscripts.
- Pre-editing process of manuscripts.

**Unit III Documentation of Manuscript.**

- Preservation of Manuscripts of Manuscript Libraries.
- Survey of Manuscripts in Manuscript Libraries.
- Exploration of Manuscripts in Manuscript Libraries.
- Introduction, development and importance of arrangements of manuscripts in manuscript libraries.
- Types of Cataloging Manuscripts.
- Uses of Cataloging Manuscripts.
- Methodology for the preparation of catalogs of manuscripts.

**Unit IV Training of Scripts.**

- Training and Transliteration work:
    - Grantha.
    - Sharada.
    - Newari.
    - Nandinagari.
    - Maithili etc. scripts.

**Essential/Recommended Readings/Texts:**


1. Kane, P. V. (1941). *History of Dharmashastra (Vols. I–V).* Pune: Bhandarkar Oriental Research Institute.
2. Pandey, R. B. (1957). *Indian palaeography.* Delhi: Motilal Banarsidass.
3. Sircar, D. C. (1965). *Indian epigraphy.* Delhi: Motilal Banarsidass.
4. Raghavan, V. (1975). *The educational heritage of India.* Delhi: Aryan Books.
5. Krishnamurti, K. (1991). *Introduction to Manuscriptology.* Mysore: National Mission for Manuscripts.
6. Salomon, R. (1998). *Indian epigraphy: A guide to the study of inscriptions in Sanskrit, Prakrit, and the other Indo-Aryan languages.* New York: Oxford University Press.
7. Gaur, R. C. (2001). *Preservation and access to manuscripts in India.* Paris: UNESCO.
8. Sharma, R. S. (2010). *Manuscriptology: A manual for cataloguing manuscripts.* New Delhi: IGNCA & National Mission for Manuscripts.
10. Subrahmanyam, V. (2010). *Catalogue of Sanskrit manuscripts.* Chennai: Government Oriental Manuscripts Library.
11. Das, S. K. (Ed.). *A descriptive catalogue of Sanskrit manuscripts in the Sanskrit College (Vols. 1–4).* Kolkata: The Sanskrit College.
12. Nanjundayya, M. R. *Sharada Lipi: A primer.* Mysore: Oriental Research Institute.
13. National Mission for Manuscripts. *MSS Reader: A manuscriptology manual.* New Delhi: Indira Gandhi National Centre for the Arts.

**Credits - 2**
**Hours - 30**

**RM 12: Script Training and Advanced Studies in Manuscriptology**

**Course Objectives:**

1. To develop theoretical and practical understanding of manuscript conservation and digitization, including tools, technologies, and dissemination methods.
2. To provide hands-on training in lesser-known and regional Indian scripts such as Modi, Takari, Tigalari, Tibetan, Nastaliq, Telugu, Malayalam, and Mittai.
3. To introduce scientific methods of textual criticism and manuscript editing, focusing on variation analysis, admissibility, and prosody-based evaluation.
4. To cultivate research and editorial skills through practical manuscript editing projects, data entry tasks, use of digital tools, and viva-based assessment.

**Learning Outcomes:**

After completion of the course, the students will:

1. Explain the principles, methods, and tools of manuscript conservation and digitization.
2. Demonstrate transliteration and reading skills in a wide range of Indian scripts.
3. Identify, compare, and evaluate textual variations in multiple manuscript versions based on literary, linguistic, and stylistic grounds.
4. Apply scientific editing techniques, including prosodic and subject-relation-based evaluations, to finalize texts for publication or archiving.
5. Perform independent research work through editing a complete manuscript, cataloging metadata entries, and using digital tools for academic output.
6. Defend editorial decisions and research findings through viva voce and practical presentation.

**Credit Framework:**

| Course Code | Course Title | Credit Distribution of the Course | | | Credits |
|---|---|---|---|---|---|
| | | Lecture | Tutorial | Practical/Practice | |
| **RM 12** | **Script Training and Advanced Studies in Manuscriptology** | **02** | **0** | **0** | **02** |

**Details of Course:**

**Unit I Training of Scripts.**

- Training and Transliteration work of Modi, Takari, Tigalari, Tibetan, Nastaliq scripts.
- General introductory training in Malayalam, Telugu, Mittai and other Indian scripts.

**Unit II Conservation & Digitization of Manuscripts.**

- Conservation of Manuscripts.
- Method used for the conservation of manuscripts.
- Manuscript digitization.
- Tools used for digitization.
- Dissemination of Digital preservation.

**Unit III Manuscript Editing Science.**

- Review Process for Differences of Manuscripts.
- Admissibility of the differences of the manuscripts.
- Editing and review of text differences of manuscripts from the point of view of prosody.
- Case-wise editing and review of differences in manuscripts.
- Editing and review of text differences of manuscripts from the point of view of subject relation.
- Painted matriarchal study and review method.

**Unit IV Research Work.**

- Editing a small manuscript.
- Editing of 50 entries in the Details Register.
- Computer application of manuscript editing.
- Viva voce.

**Essential/Recommended Readings/Texts:**


1. Barua, B. M. (1936). *Palaeography of India: A study of scripts used in India.* Calcutta: University of Calcutta.
2. Agrawal, O. P. (1984). *Conservation of manuscripts and paintings of Southeast Asia.* Bangkok: UNESCO.
3. Pathak, V. S. (1991). *Ancient Indian manuscriptology and palaeography.* New Delhi: Sharada Publishing House.
4. Mukhopadhyaya, G. (1994). *Scientific editing of Sanskrit texts.* Kolkata: The Asiatic Society.
5. Biswas, P. K. (1996). *Preservation of manuscripts and rare books: A practical guide.* New Delhi: Indian National Trust for Art and Cultural Heritage.
6. Sahai, S. (1996). *Indian epigraphy and Indian scripts.* New Delhi: Sundeep Prakashan.
7. Ghosh, P. (2000). *Introduction to manuscriptology.* Kolkata: Sanskrit Pustak Bhandar.
8. Subrahmanyam, V. (2003). *Textual criticism of Sanskrit literature.* Delhi: Bharatiya Vidya Prakashan.
9. Govt. of India. (2003). *National Mission for Manuscripts: Vision document.* New Delhi: Indira Gandhi National Centre for the Arts.
10. Tiwari, K. (2008). *Manuscriptology: A study of script and writing in India.* Varanasi: Chaukhamba Surabharati Prakashan.
11. Nair, R. (2012). *Digitization of rare books and manuscripts: Issues and challenges. Annals of Library and Information Studies,* 59(3), 162–168.